LIBRARY
OF THE
UNIVERSITY OF ILLINOIS
[illegible] MAR 1914

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS
13 MAR 1914

THE
OKLAHOMA
SCHOOL FOR THE BLIND

MUSKOGEE, OKLAHOMA

JANUARY, 1914

CHRISTMAS, 1913

371.91
O84h

22 D 14 Bishop

GROUP OF 1911 PUPILS

O. W. STEWART

SUPERINTENDENT OKLAHOMA SCHOOL FOR THE BLIND

MUSKOGEE, OKLAHOMA

FOREWORD.

In December, 1912, just before the convening of the Fourth Legislature, we sent forth a bulletin which contained information of interest to the public—particularly to patrons, prospective patrons, and members of the Legislature. Many changes affecting the school have been made during the past twelve months, and for this reason we are sending out this volume, which will doubtless be of increased interest to those to whom our last publication was sent. Our readers will observe that our message is pictorial, and that we have not gone into detail concerning the various phases of our work. Those who may wish to know more about the School for the Blind are invited to correspond with the Superintendent, and to all inquiries full and prompt answers will be given. In fact, if this publication does not interest our readers to the extent that they will desire additional information, it will not have accomplished its mission. Read carefully the following paragraphs; study the pictures of honest and worthy endeavor; and then give us your hearty co-operation in the work being done by, and in behalf of, the blind of this state.

O. W. STEWART,
Superintendent.

U. S. BARRACKS, FORT GIBSON, OKLAHOMA

THIS CUT SHOWS ONE-HALF THE SINGLE BUILDING USED BY THE SCHOOL AS A PRIVATE INSTITUTION. ONE-HALF THE BUILDING HAVING BEEN TORN DOWN, THE REMAINING HALF WAS ABANDONED FOR THREE OR MORE YEARS. IN MARCH, 1912, THE BUILDING WAS REPAIRED FOR THE USE OF THE SCHOOL AS A STATE INSTITUTION, AND IN IT ALL DEPARTMENTS OF OUR WORK WERE CONDUCTED UNTIL THE SCHOOL'S REMOVAL TO MUSKOGEE IN JUNE, 1913.

SPAULDING COLLEGE BUILDING

IN WHICH THE SCHOOL IS NOW BEING CONDUCTED AND FROM WHICH IT WILL REMOVE TO ITS PERMANENT HOME NOW IN COURSE OF CONSTRUCTION.

THE OKLAHOMA SCHOOL FOR THE BLIND.

Early History.

In the year 1897 Miss Lura A. Rowland, a graduate of the Arkansas School for the Blind, solicited funds in behalf of the blind of the Indian Territory and undertook to establish a school for them at Fort Gibson, Oklahoma. This effort was rewarded by the school as a private institution having a history of approximately ten years. There were in all during this period eleven terms, varying in duration from six weeks to nine months, and the total number enrolled was fifty pupils. During the first four years the institution was supported solely by contributions from the people of the Indian Territory and sympathizing states. In 1900 the Choctaw and Cherokee Nations each made appropriations for the education of blind Choctaw and Cherokee children. Repeated efforts were made to have Congress, through the administration of Indian Affairs, to aid the school, but without success. In 1907, for reasons variously stated, the school was moved to Wagoner, but was shortly re-located at Fort Gibson. The First Legislature of the State of Oklahoma appropriated $5,000—Act approved May 29, 1908—for the maintenance of the "Lura A. Lowrey School for the Blind," and provided in the same act that the school should be under the control of the State Board of Education. As a state institution the school was supported by legislative appropriations in amounts varying from twenty to thirty thousand dollars per annum and remained in temporary quarters at Fort Gibson until June, 1913, at which time in accordance with an Act of the Fourth Legislature, it was moved to Muskogee, Oklahoma.

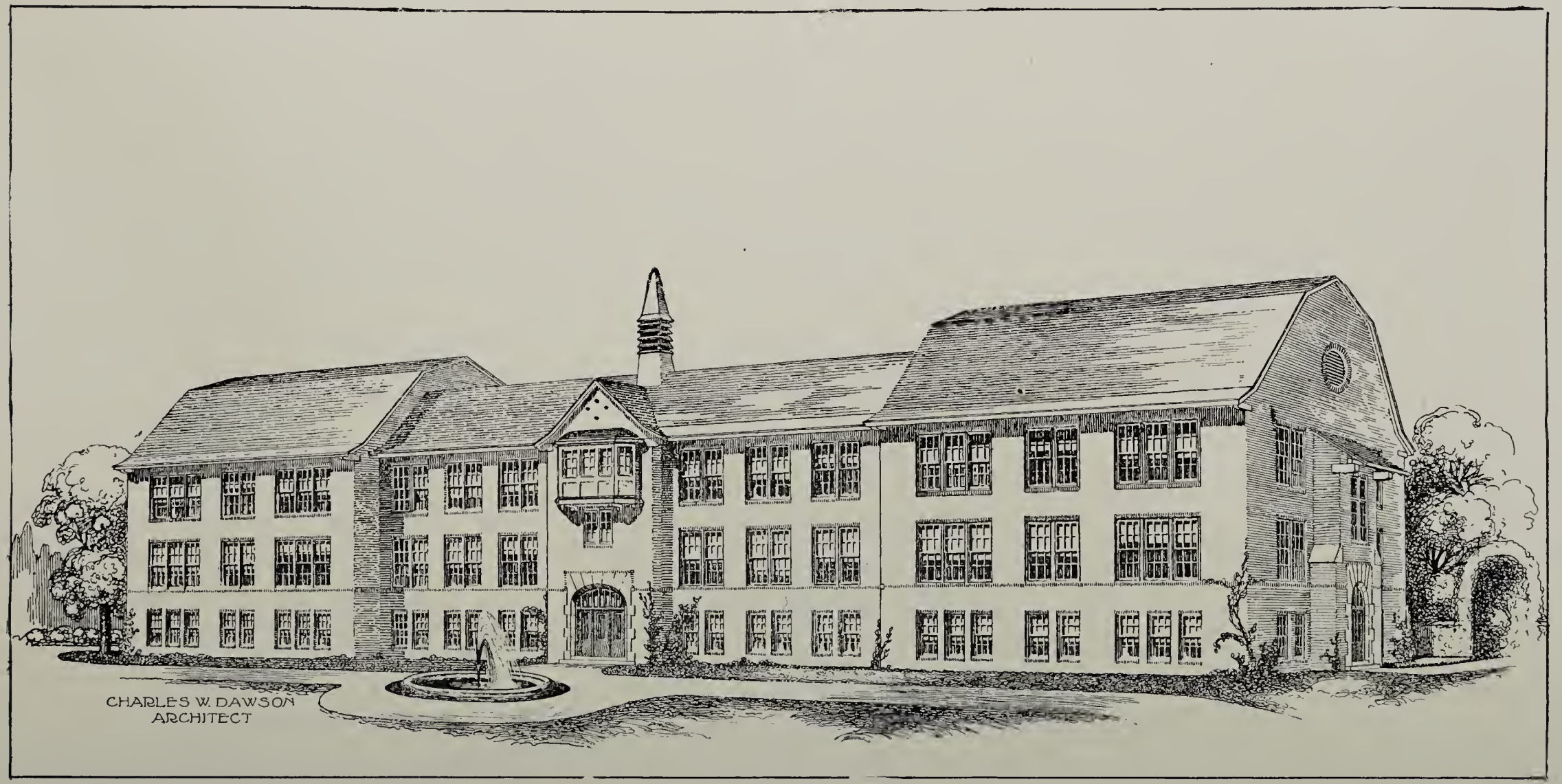
Present Conditions.

The Legislature having permanently located the school at Muskogee, Oklahoma, and in the same Act having appropri-

ated money for the erection of suitable buildings, the State Board of Education and the State Board of Public Affairs, acting jointly upon the advice of the school's superintendent, leased a three-story brick building, with adjacent grounds, in the heart of Muskogee to be occupied by the school during the construction of its permanent home. This building was erected for a girls' college and is very well suited to the needs of our institution. The comforts and essential conveniences are far in excess of those enjoyed at Fort Gibson. Besides, the enrollment this year has been increased because of additional capacity about fifty per cent over that of the year previous. It is expected that the buildings now in the course of construction will be ready for occupancy about June 1, 1914, which means that we shall be in this, our second temporary home, but one year, as we shall open school next September in houses new and definitely constructed to meet the needs of an institution of this kind.

Future Home.

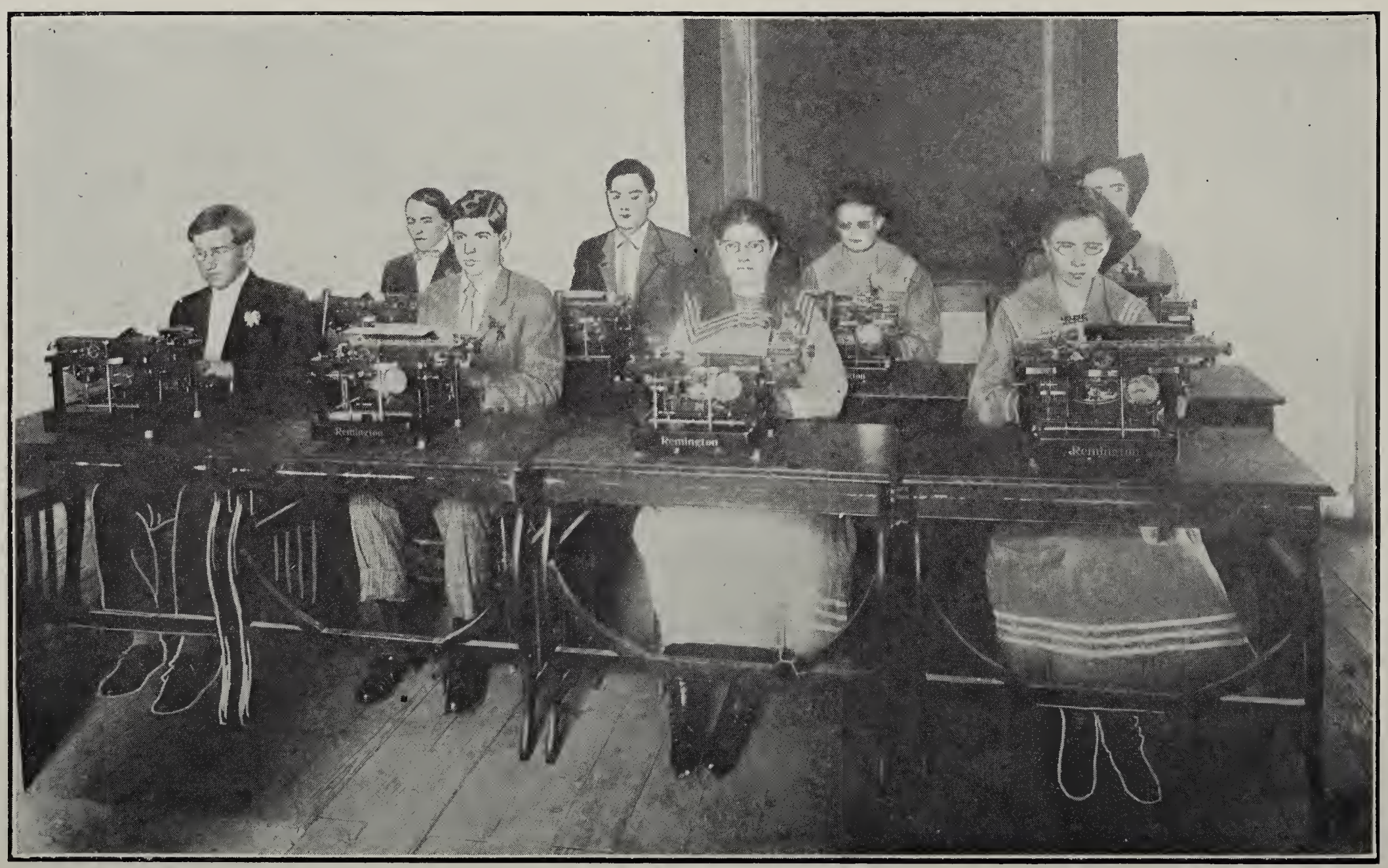
On the 17th of October, 1913, the State Board of Public Affairs awarded the contract for the erection of four buildings; namely, the Main or Administration Building, a Girls' Cottage or Dormitory, the Power House, and a building for the Laundry. The tract upon which the buildings are being erected was given to the state by the city of Muskogee and contains twenty-five acres known as Anspach Hill. An electric car line running tangent to our campus makes the various city advantages easily accessible, and the distance to the business centers is not so great but that our pupils can walk to and from the city. The amount available for building was entirely inadequate, and it was necessary to build on what may be styled "the installment plan." In the main building it is intended that the three departments of work; namely, Literary, Music and Industrial, shall be carried on. It is intended that cottages shall be erected in which the pupils will live. Owing to the fact that it was found impossible to erect two cottages and the main building with capacity for the conduct of our departmental study, we are



ADMINISTRATION BUILDING, OKLAHOMA SCHOOL FOR THE BLIND
MUSKOGEE, OKLAHOMA

GIRLS' COTTAGE, OKLAHOMA SCHOOL FOR THE BLIND
MUSKOGEE, OKLAHOMA

SCHOOL ROOM AND LIBRARY



CLASS IN TYPEWRITING

erecting only one cottage, to be occupied by the girls, and the main building, in one wing of which, until money is provided for other cottages, our boys will be housed. The buildings are of reinforced concrete, fire-proof in every particular; and when the system is perfected—when the anticipated cottages and auditorium are given us by the state—our plant will be second to none in the United States in beauty, relationship and efficiency.

Departments of Instruction.

LITERARY DEPARTMENT.

Instruction is given in three departments. In the Literary Department our course embraces those subjects prescribed by the State Board of Education for the first eight grades of the public schools and for the four years of the High School. In some instances we use the adopted texts, but generally speaking, we must be content with paralleling the text-book adoptions, since all books in use in this state have not been stereotyped for blind readers. Frequent reference is made to the adopted texts in order that our pupils may have the view-point of the sighted pupil. When our school is established in our permanent home it is our plan to have pupils who finish the work of the eighth grade enter the Muskogee High School and use as far as available embossed copies of the adopted texts. A sighted reader will be employed by this school to assist them when books and other facilities necessary to their work cannot be had. In New York City, Chicago, and other cities of the United States, the blind are taught with the sighted throughout all the grades, and the results thus far obtained have been reasonably satisfactory. It was my privilege in June, 1912, to visit and study the work of the blind in the New York City schools. The pupils are assigned to buildings in groups of ten or more, and for each group the City Board of Education has provided a teacher, whose duty after having taught the small children or other beginners the raised system of letters, is largely that of a referee. The pupils recite, not to this special teacher, but to the teacher of the grade in which they

have work. When written work is required it is done by the pupils with the embossing slate and is carried to the special teacher to be copied in ink. The paper is then given to the regular teacher.

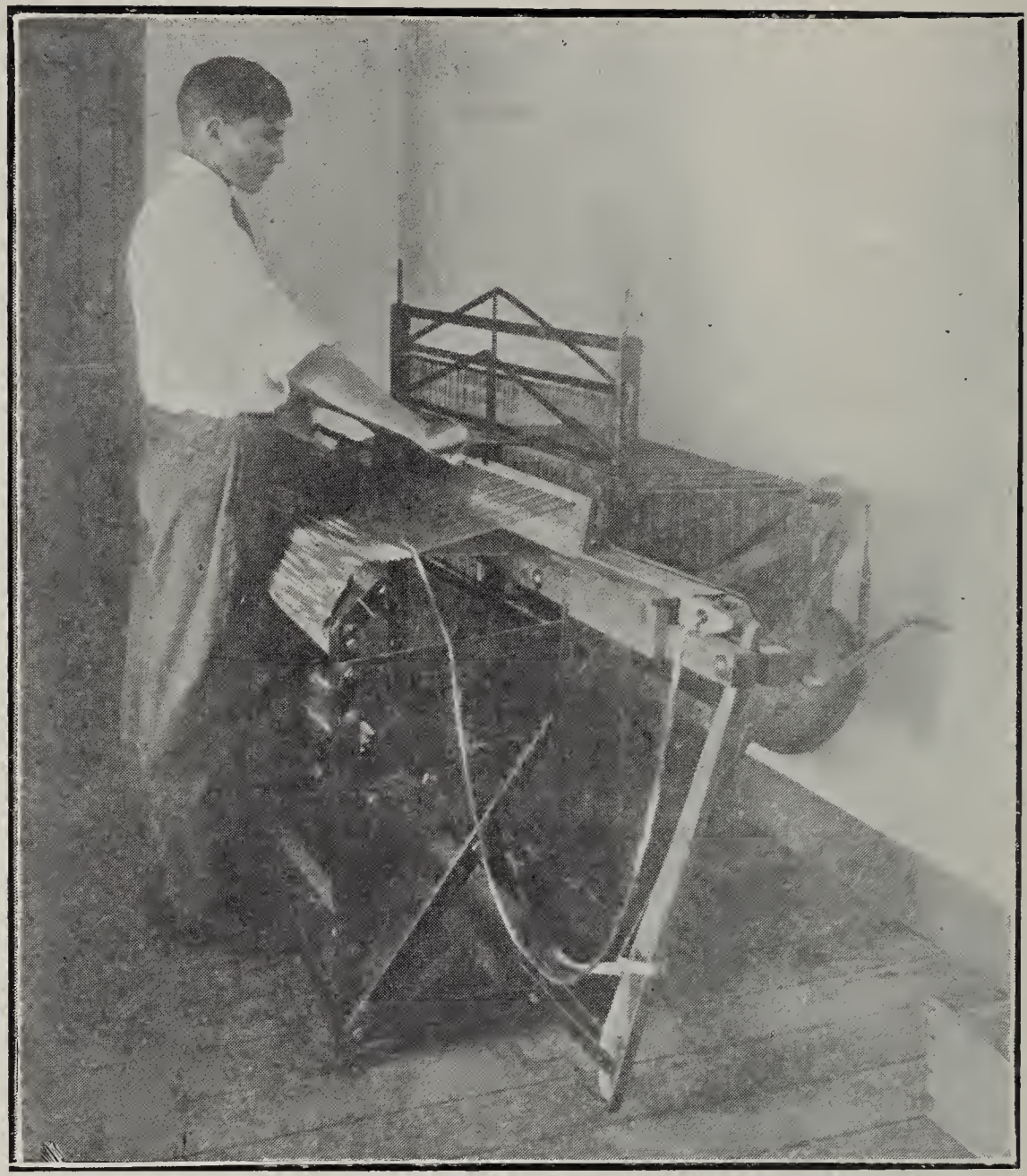
It will be seen that this system is practical, but that it is without provision for the industrial training of the blind. Since the first condition to be met in educating the blind with the sighted is the grouping of pupils in sufficient numbers to make the system economically feasible, and since it has been found necessary to teach the embossed system of raised letters to the blind before they can pursue systematic courses of study, and since it has been found by all workers for the blind that industrial training is even more than desirable for ninety per cent of those who do not see, I can but feel that a system which mediates between the one, educating the blind entirely in a class to themselves, and the other, educating them from the first with the sighted, is more desirable and will come to be accepted generally. In this school we would take a child at the age of six; teach him to read with his fingers; teach him the use of the typewriter and other appliances; then when he has completed the eighth grade, being thoroughly familiar with raised type, the typewriter, the embossed library of the school, enroll him in the High School, with the reasonable expectation that he will make use of all the information he has received and that he will have but little difficulty in doing the assigned work. The roster of such a pupil can be made so as to admit of his doing special work in any of the departments of this school. Elsewhere will be found our course of study for the first eight grades.

Music Department.

In the Music Department instruction is given in Piano, Organ, Voice, Piano Tuning, and in kindred branches. There is a prevalent idea that nature endows the blind with unusual talent for music. It is, however, a well-known fact to those who have studied the question that the blind follow music as a profession because of early and thorough training,

MEMORIZING MUSIC

PIANO TUNING



WEAVING

CHAIR-CANING

and because they are less handicapped in this than in other vocational pursuits, rather than because of special aptitude.

Piano—The study of the piano is considered most important. In connection with this banch a course has been prescribed embracing harmony, music form, history of music and counterpoint, tactile music notation—both Braille and New York Point, and staff notation. It will be observed that our aim is to qualify our pupils to teach the sighted as well as those who do not see, and to this end we shall provide classes among the sighted to be taught by our advanced pupils under the supervision of our Director of Music. You can see the expediency of this provision, for if our pupils are to teach the sighted they should have experience in teaching before leaving the institution.

Piano Tuning—Piano tuning has been found one of the most satisfactory vocations for the blind. A glance at the number of graduates of schools for the blind who hold responsible positions in such schools, in piano factories and music houses, and who are successful as independent tuners, will show conclusively that piano tuning lends itself happily to the sightless. The course in tuning naturally divides itself into training along two distinct lines; namely, the tuning, and the repairing of the instrument. In tuning we use the "New England Conservatory" system of "equal temperament," believing it to be an easily understood and accurate method. Our tuning pupils are given a course in harmony especially adapted to their needs. Too litle attention has been given by some of our schools to piano repairing, with the result that in some cases where the tuner was in all other respects well prepared, he has failed because of a deficient knowledge of this phase of his work. To make sure the largest efficiency and success of our tuning pupils, they should have the opportunity to do considerable tuning before finally leaving the school. Several of our advanced pupils have solicited work in this city and, under the supervision of our tuning instructor, have given satisfaction to the public. Within a short time we expect to contract with the city board of

of education, with piano houses, and with other organizations and institutions, to tune and otherwise care for pianos. This opportunity will not only be of large value to our pupils as experience in working for the public, but will be financially profitable.

Voice—At present our vocal work is confined to congregate singing. We have two chorus classes, including practically every pupil in the school. We find the chorus to be very beneficial in many ways. Our chorus-singing secures for us two very desirable ends. First, the pupils find much pleasure in the daily drills, and the monthly recitals held in the school inspire all departments for further and better work. Secondly, we are able to present in concrete form through our chorus our ideals and the high grade work here being undertaken and accomplished. Elsewhere in this publication will be found programmes of two recitals given for the public. They are exhibited for the purpose of giving you an idea of the class of work being done by our choruses.

THE INDUSTRIAL DEPARTMENT.

In the Industrial Department are taught weaving, chair-caning, sewing and typewriting. The limitations and embarrassments incident to temporary quarters and to inadequate facilities have seriously handicapped the work of this department. Provisions have been made in the buildings in the course of construction for industrial work, and we expect to add to our trades broom and mattress making. These trades are well adapted to the sightless and are taught in most institutions of this kind.

Legislation.

THE PREVENTION OF BLINDNESS.

The Legislature should pass a law having as its aim the prevention of blindness. Such a law is upon the statute books of more than half the states of the Union. A law of this kind should vitally concern physicians, midwives, nurses, and others related to new-born children. Ophthalmia Neonatorum is indisputably a preventable or curable disease, and from this disease much of our blindness has resulted. Sixty

PREVENTABLE BLINDNESS

per cent of those in attendance at this school are totally blind, and twenty per cent are almost without vision, and it is safe to say that of the eighty per cent, sixty per cent was preventable. The per capita cost of educating the blind is in all schools from two hundred fifty to five hundred dollars per annum, and when you add to this amount the expense of supporting the untrained blind and those unsuccessful after having been trained, the cost to the state most assuredly warrants drastic measures with a view to the prevention of blindness. The Commissioner of Health and the Commissioner of Charities, with the co-operation of County Superintendents of Health, should be able to carry out this measure.

COMPULSORY SCHOOL ATTENDANCE.

A law should be passed which would require parents or guardians of blind children to send such children to the School for the Blind or to provide otherwise for their education. The term—the blind—should be made to include those partially sighted but without vision sufficient to admit of their attending the public schools. This is not only a just paralleling of our general compulsory attendance law, but it is a precaution against that expense which will grow out of the untrained minds and hands of the blind, since the state will ultimately be forced to support this class. It is also true that parents of blind children are sentimental to a degree that is positively criminal, and under a false conception of kindness, deprive them of an education by keeping them from school. In a number of states field officers are employed, whose duty it is to visit the homes of the blind with a view to interesting parents in the education of their children in the special schools. The field officer also advises the adult blind and often assists them to procure remunerative employment. Through these field officers the schools locate those of school age, and the workshops for the adult blind not infrequently reach those persons of advanced years who, without assistance, would remain helpless and idle indefinitely. While I do not have space or opportunity to present the details of a system which would bring the organized

means for helping the blind within their knowledge and reach, I think the suggestion here given will impress you that our steps are in the right direction. The provisions of this paragraph can be executed through the State Superintendent of Public Instruction, County Superintendents, and the Superintendent of the School for the Blind.

THE ADULT BLIND.

It may be a revelation to many to be told that at least seventy-five per cent of the blind lose their sight above the age of twenty-one years. The time was when educators and other workers for the blind did not consider age when gathering this class in special schools and institutions. A close study of the advantages of separating the adult from the juvenile blind, and the unpleasant experiences which have attended the mingling of the two classes, have convinced competent authorities that it is highly desirable, if not imperative, to separate the adult and the juvenile blind in the provision for their education and training. Without arguing the question of such a separartion, I shall proceed to a consideration of those who lose their sight above the age of twenty-one years. Obviously for the adult blind training in those industries which lend themselves happily to the sightless is practically all that can be done for them. They may be taught to read, thereby bringing within their reach a large number of good books, and instruction in the use of the typewriter and other mechanical devices which will be to their advantage may be given. In the light of experiences throughout this country, and after a personal inspection and study of plans, I believe that the most feasible and desirable plan is to establish a workshop for the adult blind under the management of, but entirely separate from, the special school, in which well adapted trades may be taught. The state should appropriate money for the deficit attending non-productive labor, since each laborer would not be able to do work of value for the first few months. It is hardly necessary to call attention to the fact that a workshop for the blind must be located in a city so as to have materials—without which it could not exist.

PHYSICAL CULTURE

PHYSICAL CULTURE

OPEN AIR EXERCISES

PYRAMID BUILDING

VOLLEY BALL BY PARTIALLY SIGHTED

Space will not admit of a thorough discussion of this very important subject, but it is hoped that the facts herein given and the suggestions made will be sufficient to interest those who can give assistance. Almost every week letters are received from men and women who have lost their sight at an advanced age asking for admission to this school. The helplessness of the man or woman who loses sight at an advanced age is pathetic indeed. His hitherto acquired powers are largely no longer of use to him. In following his profession or vocation he has wrought in himself a joy in work, and with the loss of sight he is made miserable, because he suffers that incomparable pain—unwilling idleness.

APPROPRIATIONS.

By all means the next Legislature should make an appropriation for the completion of our main building and for three additional cottages to be used as dormitories. Money should be provided for the modern equipment of all buildings. The number of pupils now enrolled taxes the capacity of our temporary quarters, and the capacity of our new buildings will not be greater than that of the building in which the school is now conducted, and until additional buildings are provided fully as many boys and girls will be denied an education as are now being trained in this institution. The importance of making adequate provision for this school was presented and urged during the session of the Fourth Legislature, but owing to the fact that the question of the removal and permanent location of the school was so difficult of solution, the needs of the school when permanently located failed to receive thoughtful consideration. As has already been stated, the money appropriated by the last Legislature is being used in anticipation of later appropriations, and there can be but little doubt that the law-makers will appropriate the needed funds when they meet again.

General Information.

ELIGIBILITY OF PUPILS.

All persons residing in the state, between the ages of six and twenty-one years, whose vision is so defective as to pre-

vent their attending schools for the sighted, and who are of such physical, mental, and moral character as to enable them to pursue any one or all of the courses of study taught in this school, are eligible.

It will be seen that this is a *school*, and not a hospital or an asylum. Mental defectives and those who are unable to care for their persons, and who cannot be taught to do so, as well as those who would hope to find in this institution a home or place of retirement, are not, and should not be, admitted to this institution. To receive incapable persons is to reflect upon the character of an institution as an educational department, and invariably embarrasses and discourages both the pupils and the management of the school.

INCIDENT EXPENSE.

The expense incident to a pupil's attending this school is that of transportation and clothing. Instruction in all departments, medical and ocular attention, board, and laundry are provided without charge by the state.

SPECIAL REGULATIONS.

For reasons numerous and valid, the girls wear a uniform dress, which is made for them at actual cost in the school. Any parent who thinks of sending a girl to this school should write for particulars regarding clothing before procuring a supply or sending her.

Generally speaking, the school opens each year the second Wedensday in September. Pupils are required to be present for the opening exercises and to remain until the close of the term in June. If a vacation for Christmas is given, timely notice will be sent the parent, with advice whether or not they may send or come for their children. When this permission is given, parents must agree to have the children at the school when work is resumed after the holidays.

Not infrequently have we been asked to take a child for the twelve months of a year. I wish to emphasize the fact that this is a school, and as such, the usual summer vacation is observed. Parents must be prepared to send or come for their children upon notice that the term will end. During

the summer vacation, if treatment of a child's eyes has been prescribed and other regulations for its physical well being have been advised, it is the moral duty of the parents to carry out our instructions. Often the benefits of nine months' residence here are entirely counteracted by neglect and indiscretion during the three months the child is at home.

An invitation, as well as the privilege, to visit the pupils is extended parents, but all are requested not to come either at the opening or the closing of the term. This advice is reasonable, for the management cannot entertain and show courtesies when every official of the school is busy with assigning pupils to grades and otherwise adjusting them to the school life. Parents visiting the school at other times will be entertained twenty-four hours provided there is a vacant room in the building.

DISCIPLINE.

It may be said that in the matter of discipline, kindness is the watchword among the authorities of this school. However, it should be understood that strict obedience to our rules and regulations is required and offenses are punished according to their magnitude.

A child may be suspended for violating an important regulation, and if he proves to be incorrigible he will be expelled. It is judged more proper to deprive one child of an education than to keep an immoral person in the school to the detriment of the entire student body.

The use of alcoholic liquors, tobacco and profane language is strictly forbidden, and each is considered a grave offense.

Written or oral communication between the sexes is forbidden.

Every pupil of the school, unless excused upon the advice of the attending physician, is required to take systematic physical exercise.

INQUIRIES.

All inquiries regarding this school should be addressed to the Superintendent. A catalogue and application blanks will be sent upon request to any one wishing to place a child in the school. No person will be admitted until an application in writing has been made and the same approved by the Superintendent.

COURSE OF STUDY.

Literary Department.

FIRST GRADE

Monroe's Primer, Cyr's First Reader.
Spelling—Quincy Word List, Part I.
Language—Reed's Introductory, Part I.
Numbers—Combinations to 20.

SECOND GRADE

Cyr's Second Reader.
Spelling—Quincy Word List, Part II.
Language—Reed's Introductory, Part I.
Numbers—Combinations to 1000.

THIRD GRADE

Cyr's Third Reader, Word Signs and Contractions.
Spelling—Quincy Word List, Part III.
Language—Reed's Introductory, Part II.
Arithmetic—Smith's Primary, Chap. III.

FOURTH GRADE

Reading—Cyr's Fourth Reader.
Spelling—Quincy Word List, Part IV.
Language—Blaisdell's Steps in English, Bk. I. Vol. I.
Arithmetic—Smith's Primary, Chap. IV.
Geography—Frye's Primary, First Half.

FIFTH GRADE

Reading—King's Geography Reader.
Spelling—Quincy Word List, Part V.
Grammar—Blaisdell's Steps in English, Bk. I. Vol. II.
Arithmetic—Wentworth's, To Common Fractions.
Geography—Frye's Primary, Completed.
Physiology—Lincoln's Physiology.

SIXTH GRADE

Reading—Selected Classics.
Spelling—Quincy Word List, Part VI.
Grammar—Maxwell's Advanced, to Page 154.
Arithmetic—Wentworth, Common Fractions to Percentage.
Geography—Frye's Complete, First Half.
History—Montgomery's, to Washington's Administration.

SEVENTH GRADE

Reading—Selected Classics.
Spelling—Quincy Word List.
Grammar—Maxwell's, Pages 154 to 222.
Arithmetic—Wentworth's, Percentage to Powers & Roots.
Geography—Frye's Complete, Completed.
History—Montgomery's, to Reconstruction.

EIGHTH GRADE

Reading—Selected Classics.
Spelling—Quincy Word List.
Grammar—Maxwell's Advanced, Completed.
Arithmetic—Wentworth's, Completed.
History—Montgomery's, Completed.
Physiology—Martin's Human Body.

Music and Braille Writing in All Grades.

A CHORAL EVENING.

Programme.

PART I.

1. Men of Harlech (Welsh Battle Hymn).
2. Choral Epilogue, from "The Golden Legend".....Sullivan
3. Piano, Douce Esperace.....Dorn
   Albert Enninga.
4. With Sheathed Swords.....Costa
5. Gypsy Round .....Becker
6. Country Dance, from "Robin Hood".....DeKoven
7. Piano, Narcissus .....Nevin
   Pleasant Stephens.
8. Anthem, Ye Shall Dwell in the Land.....Stainer
9. My Love Dwelt in a Northern Land.....Elgar
10. Piano, Golden Wedding.....Gabriel-Marie
    Lem Childers.
11. The Lost Chord.....Sullivan

Intermission.

PART II.

1. But the Lord is Mindful of His Own.....Mendelssohn
2. The Miller's Wooing.....Faning
3. Piano, Air de Ballet.....Chaminade
   Lem Childers.
4. Come, Dorothy, Come, (Swabian Folk Song)
5. Serenade .....Schubert-Vogrich
6. Piano, Four-Hands, Marche du Diable.....Suppe
   Primo, Lem Childers; Secundo, Albert Enninga
7. Cantata, The Village Blacksmith.....Noyes
   Words by Henry W. Longfellow.

A CHORAL EVENING.

Programme.

PART I.

1. Soldiers' Chorus, from "Faust".....Gounod
2. (a) Fair Morning Is on the Harbor.....Vogrich
   (b) The Iron Founders.....Pearson
3. Piano, Song of Springtime.....Hollaender
   Albert Enninga.
4. (a) Song of the Vikings.....Faning
   (b) Serenade .....Schubert
5. Piano, Good Night .....Nevin
   Tena Enninga.
6. Spring Waltz .....Milde

Intermission.

PART II.

7. (a) Hymn of Thanks.....Kremser
   (b) Tinker's Song, from "Robin Hood".....DeKoven
8. Piano, Bagatelle .....Scharwenka
   Lem Childers.
9. (a) Hunting Song .....Mendelssohn
   (b) Sextette, from "Lucia di Lammermoor".....Donizetti
10. Piano, The Harmonious Blacksmith.....Haendel
    Ples Stephens.
11. The Hallelujah Chorus, from "The Messiah".....Haendel

OFFICIARY.

O. W. STEWART—Superintendent.
JAMES L. WALLER—Principal Literary Department.
FRANK B. PARSONS—Teacher.
VENIA REECE—Teacher.
ALDA LEMONS—Teacher.
MAUDE HICKS—Teacher.
GORDON HICKS—Director of Music.
GRACE M. FAGAN—Assistant Music Teacher.
A. W. KNUDSON—Industrial Teacher.
LUCY GRIFFIN—Bookkeeper and Correspondent.
DONA JOHNSON—Matron.
NANCY E. BODENHEIMER—Supervisor of Girls.
DORA REVIS—Supervisor of Small Boys.
M. K. THOMPSON—Oculist.
SESSLER HOSS—Physician.

ROLL OF PUPILS.

Boys.

Brogdon, William
Caldwell, Howell
Carver, Ernest
Childers, Claude
Childers, Lem
Christie, Andrew
Corbin, Robert
Crawford, James
Cupp, Freddie
Davis, Frank
Duncan, Walter
Enninga, Albert
Fleming, Earl
Ford, William
Gambill, Homer
Garrett, Harrison
Guthrie, Orbie
Hammonds, Tommie
Harris, Othello
Kuykendall, Wadie
Lievsay, Oscar
Lievsay, Charlie
Lievsay, Emmett
Logan, John
Malone, Morris
McGuire, Hugh
McLain, Ivey
Minner, Ben
Olive, William J.
Ozbun, Gerald
Patterson, Tom
Pendegrass, Claytor
Porter, Raymond L.
Qualls, Robert
Racy, Clyde
Rankin, Max
Rippee, Raymond
Smith, Lawrence
Smith, Tommie
Snodgrass, William
Stephens, Pleasant
Stout, Ray
Stutsman, Willie
Swindler, Reid
Taylor, Wesley
Tipton, Alvertis
Utzman, Clarence
Venard, Harvey
Vineyard, Robert
Webber, Edgar
Yoder, Earl

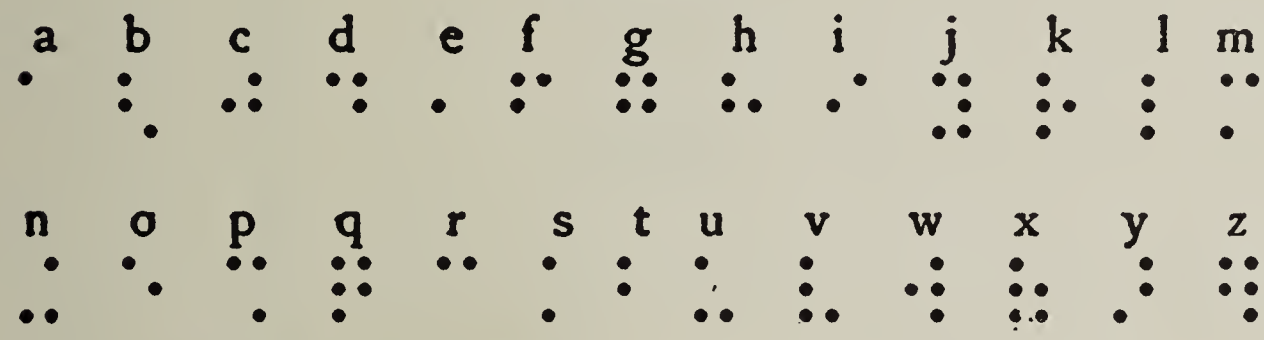
Girls.

Anderson, Eunice
Armstrong, Alice
Beck, Rilla
Boaz, Lucy
Brady, Genie
Cowger, Oma
Cummings, Goldie
Curtis, Lillian
Enninga, Tena
Flanigan, Ida May
Gaddy, Bessie
Golding, Mary
Goldsmith, Bertha
Hayes, Bonnie
Hobbs, Aileen
Hoover, Fay
Howard, Dora
Howard, Addie
Howard, Cora
Keefer, Elizabeth
Keefer, Anna May
Keefer, Rosa
Keefer, Minnie
Kingston, Mabel
Knight, Grace
Loman, Zelphia
Malone, Hazel
Murray, Bessie
Owen, Gretta
Reedy, Elsie
Sam, Nancy
Spaulding, Etta
Ticer, Elsie May

AMERICAN BRAILLE.

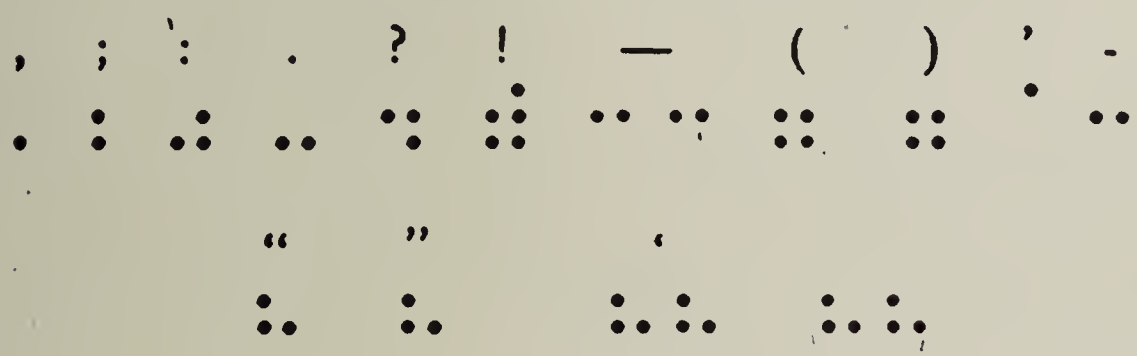
To write on a Braille tablet begin at the right; to read, reverse the sheet and begin at the left. In either case the six points (⠿) of which the characters are formed, are numbered from the top, 1, 2, 3, for the first vertical row, and 4, 5, 6, for the second.

ALPHABET.



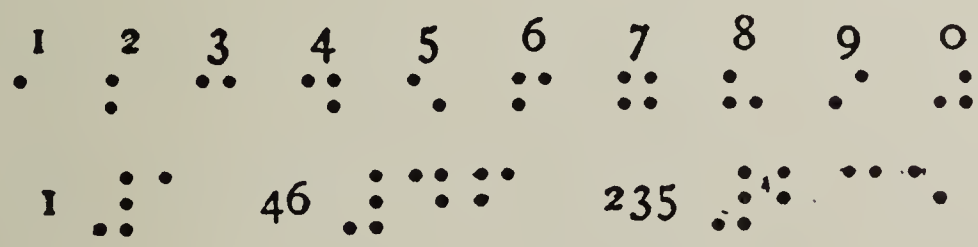
To capitalize a letter prefix to it points 3 and 6 (⠠).

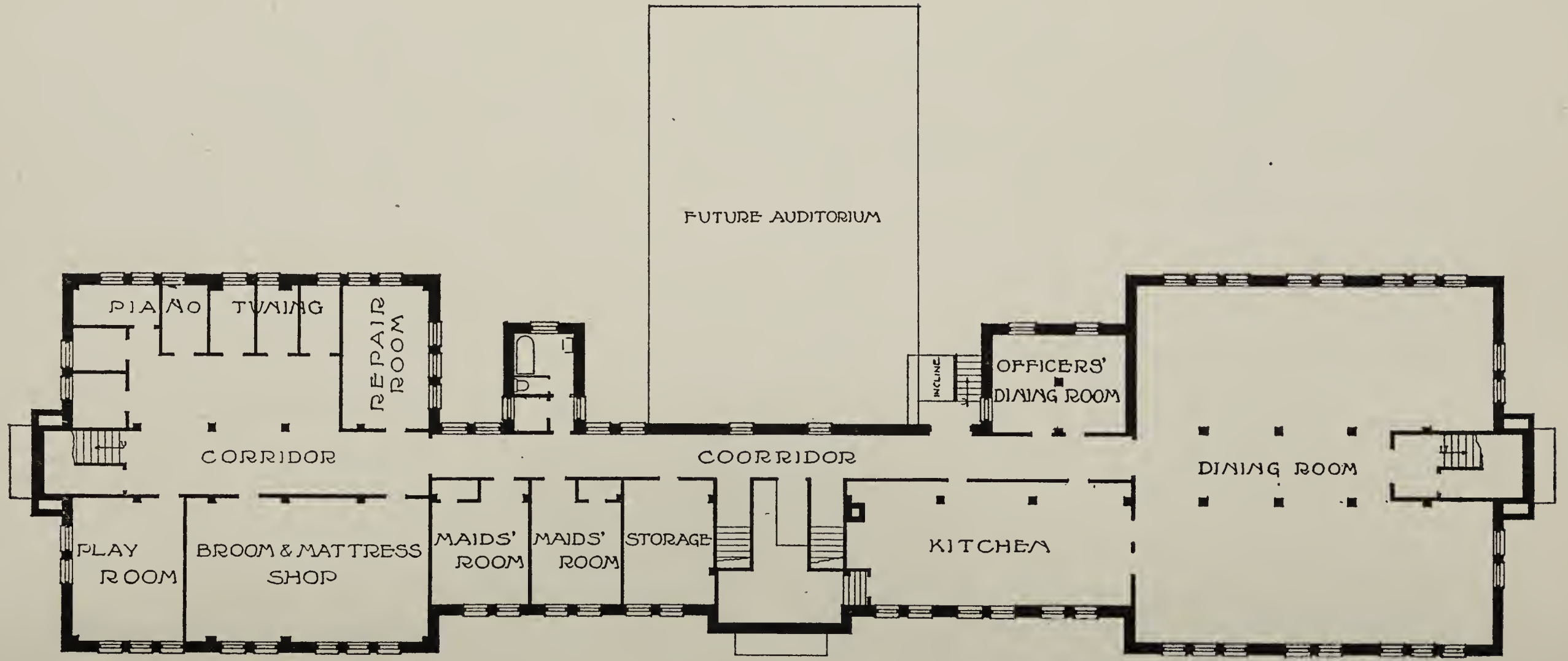
MARKS OF PUNCTUATION.



NUMERALS.

When alone or in combination the following letters, if prefixed by the numeral sign (⠼), become numbers.



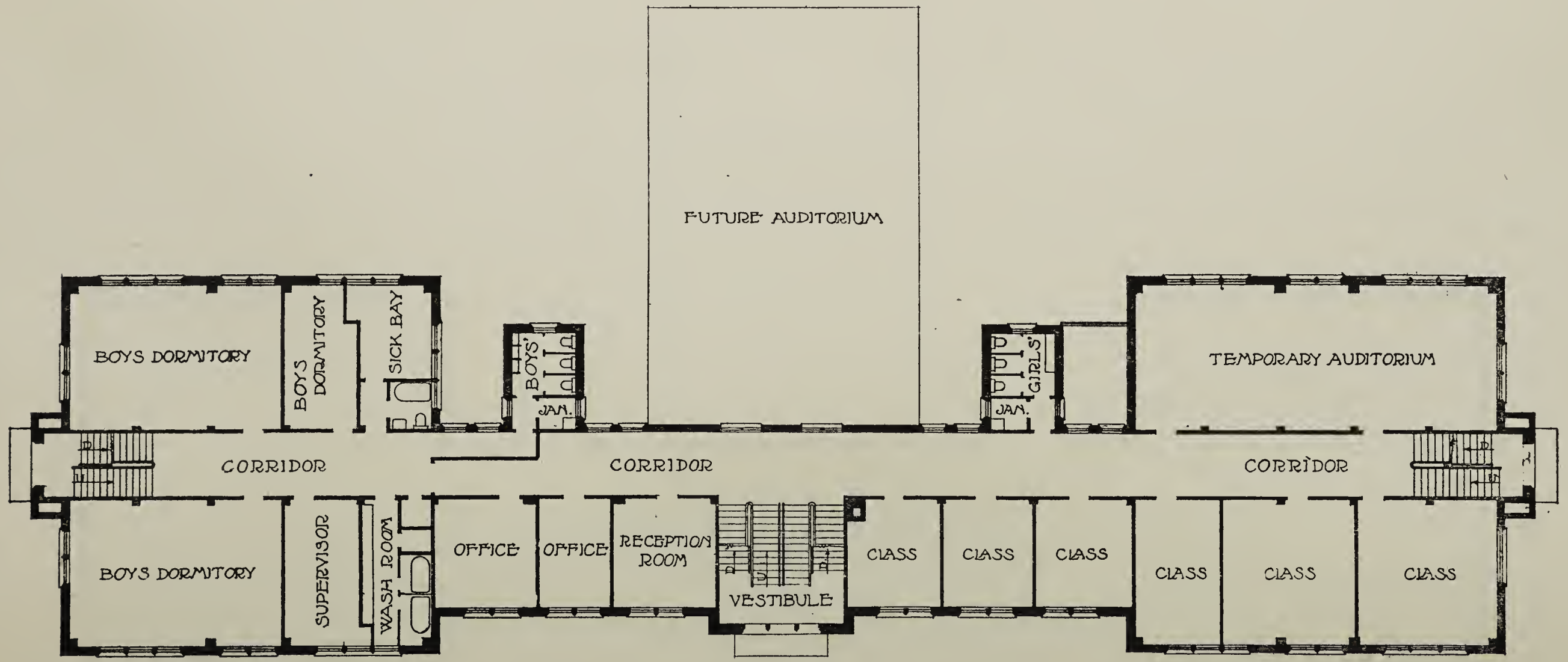


BASEMENT PLAN

ADMINISTRATION BUILDING

CHARLES W. DAWSON, ARCHITECT.
MUSKOGEE OKLAHOMA

PRESENT TEMPORARY ARRANGEMENT OF SPACE. COMPARE THIS DRAWING WITH THE ONE WHICH SHOWS FUTURE ARRANGEMENT OF BASEMENT.



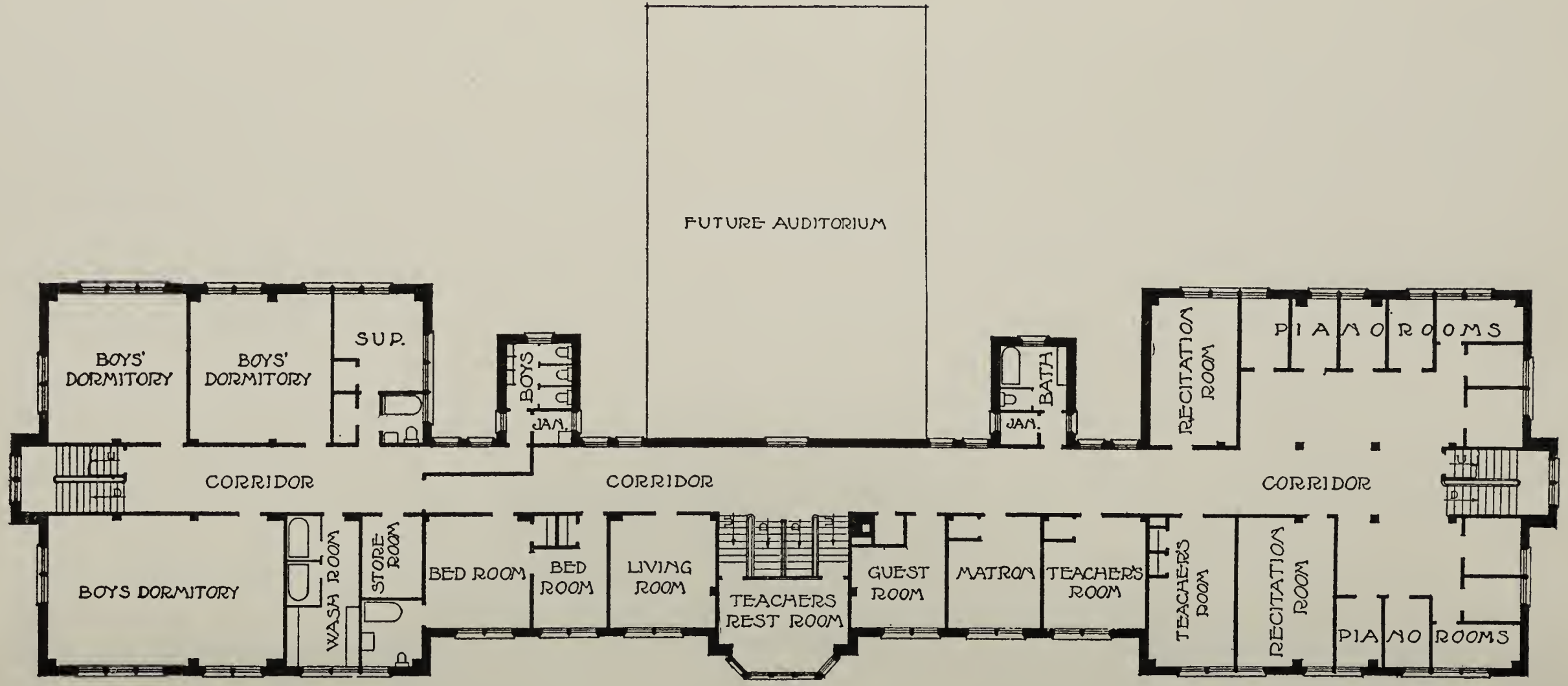
SCALE

FIRST FLOOR PLAN

ADMINISTRATION BUILDING

CHARLES W. DAWSON, ARCHITECT
MUSKOGEE OKLAHOMA

PRESENT TEMPORARY ARRANGEMENT OF SPACE. COMPARE THIS DRAWING WITH THE ONE WHICH SHOWS FUTURE ARRANGEMENT OF FIRST FLOOR.



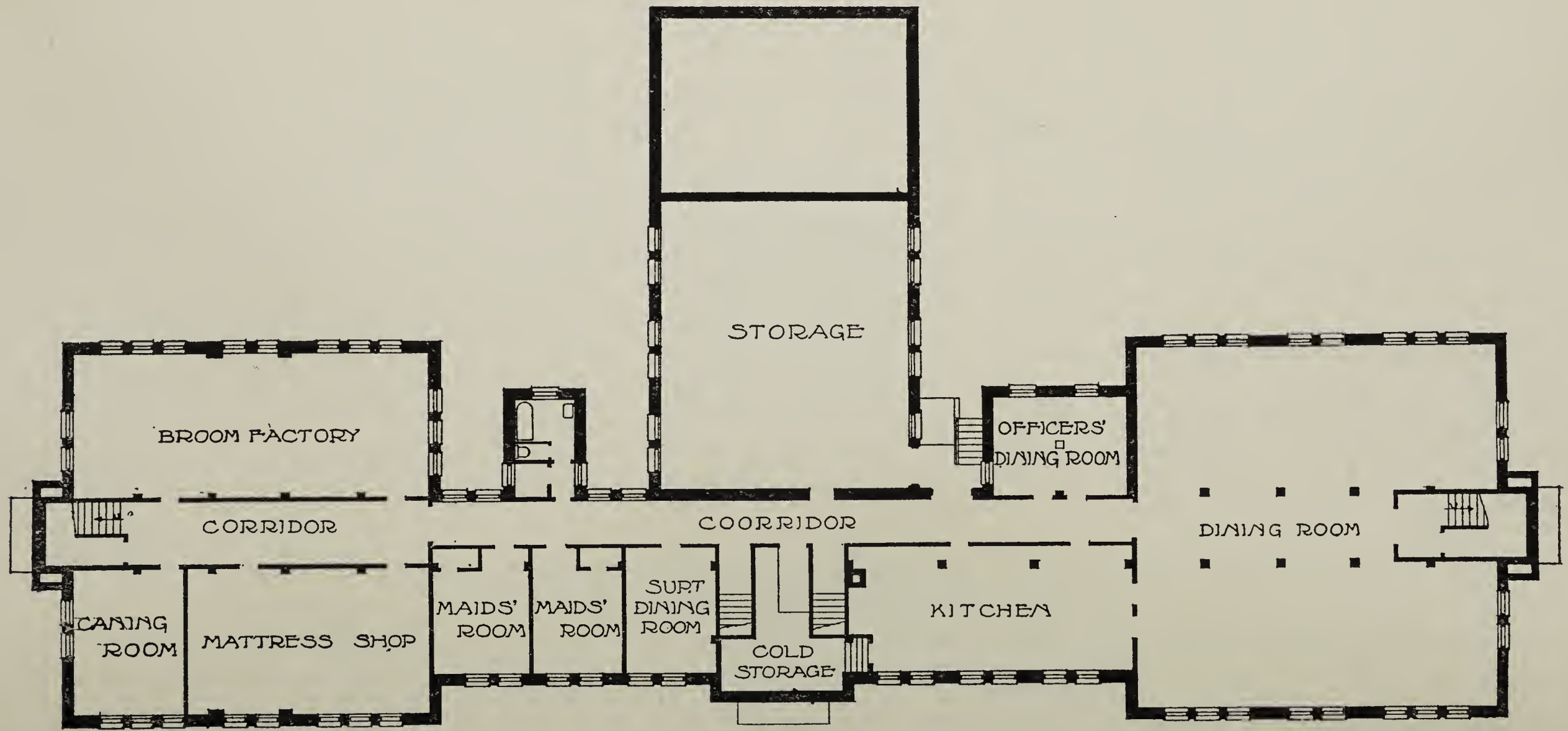
SCALE

CHARLES W. DAWSON, ARCHITECT
MUSKOGEE OKLAHOMA

SECOND FLOOR PLAN

ADMINISTRATION BUILDING

PRESENT TEMPORARY ARRANGEMENT OF SPACE. COMPARE THIS DRAWING WITH THE ONE WHICH SHOWS FUTURE ARRANGEMENT OF SECOND FLOOR.

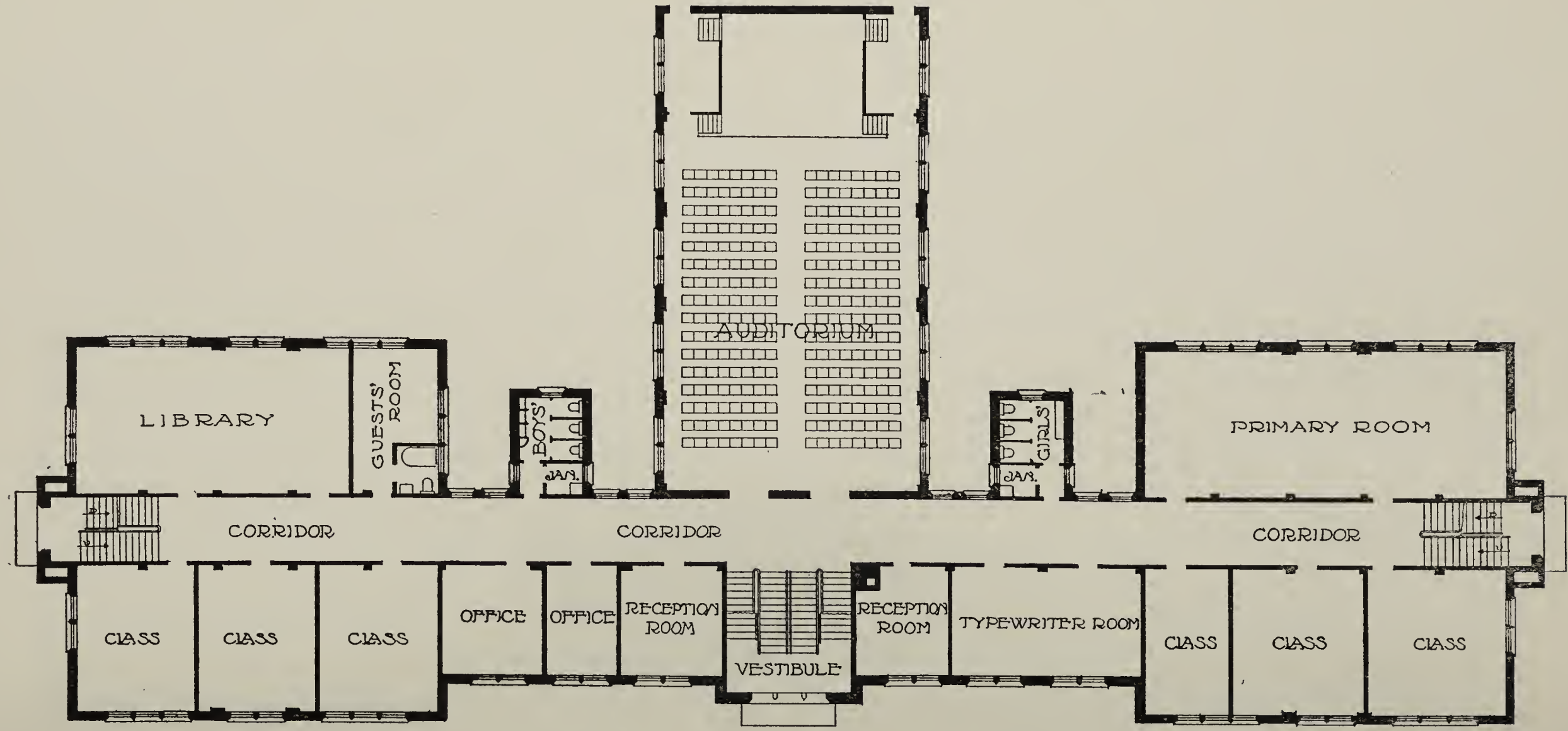


CHARLES W. DAWSON, ARCHITECT.
MUSKOGEE OKLAHOMA

BASEMENT PLAN

ADMINISTRATION BUILDING

THIS DRAWING SHOWS THE ARRANGEMENT OF BASEMENT WHEN ADDITIONAL COTTAGES ARE ERECTED.

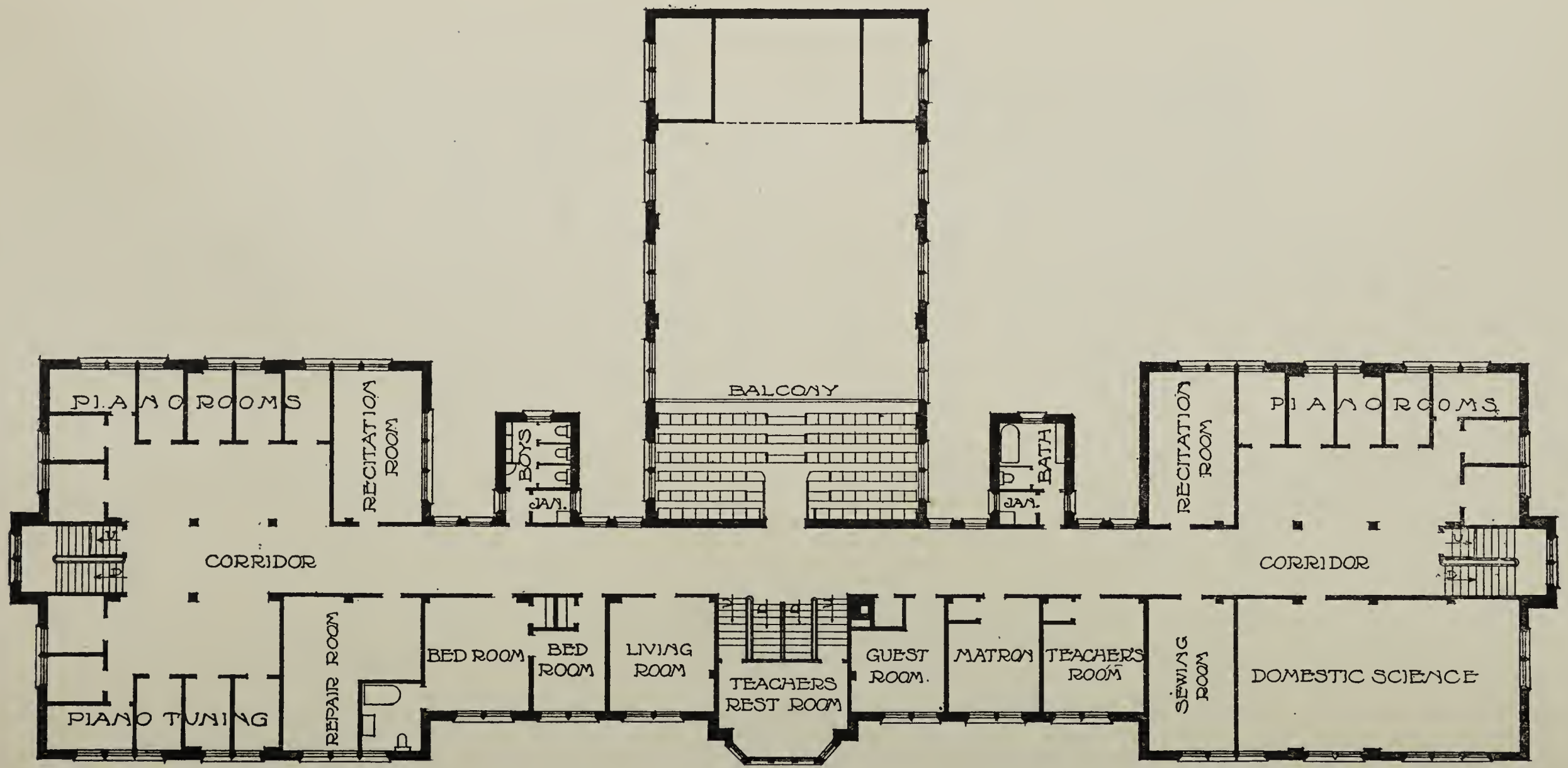


CHARLES W. DAWSON, ARCHITECT.
MUSKOGEE OKLAHOMA

FIRST FLOOR PLAN

ADMINISTRATION BUILDING

THIS DRAWING SHOWS THE ARRANGEMENT OF FIRST FLOOR WHEN ADDITIONAL COTTAGES ARE ERECTED.



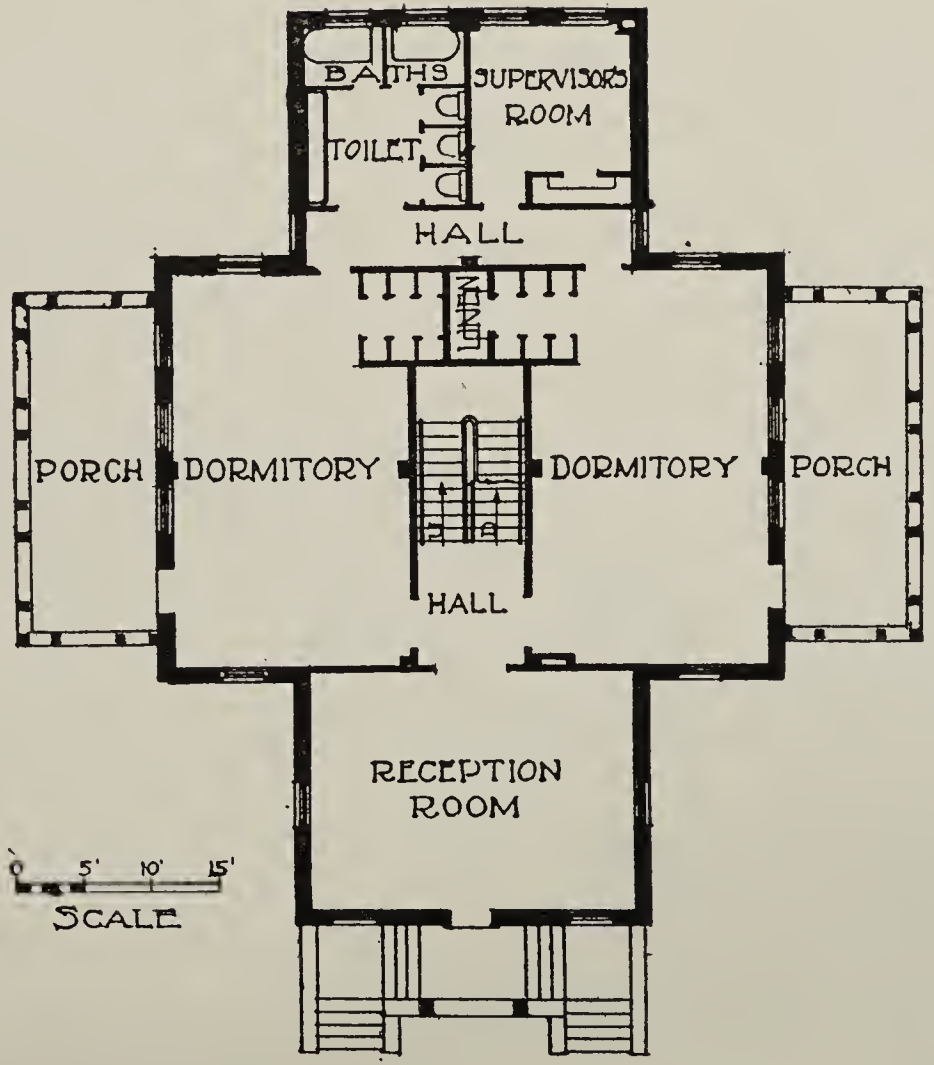
SCALE

CHARLES W. DAWSON, ARCHITECT
MUSKOGEE OKLAHOMA

SECOND FLOOR PLAN

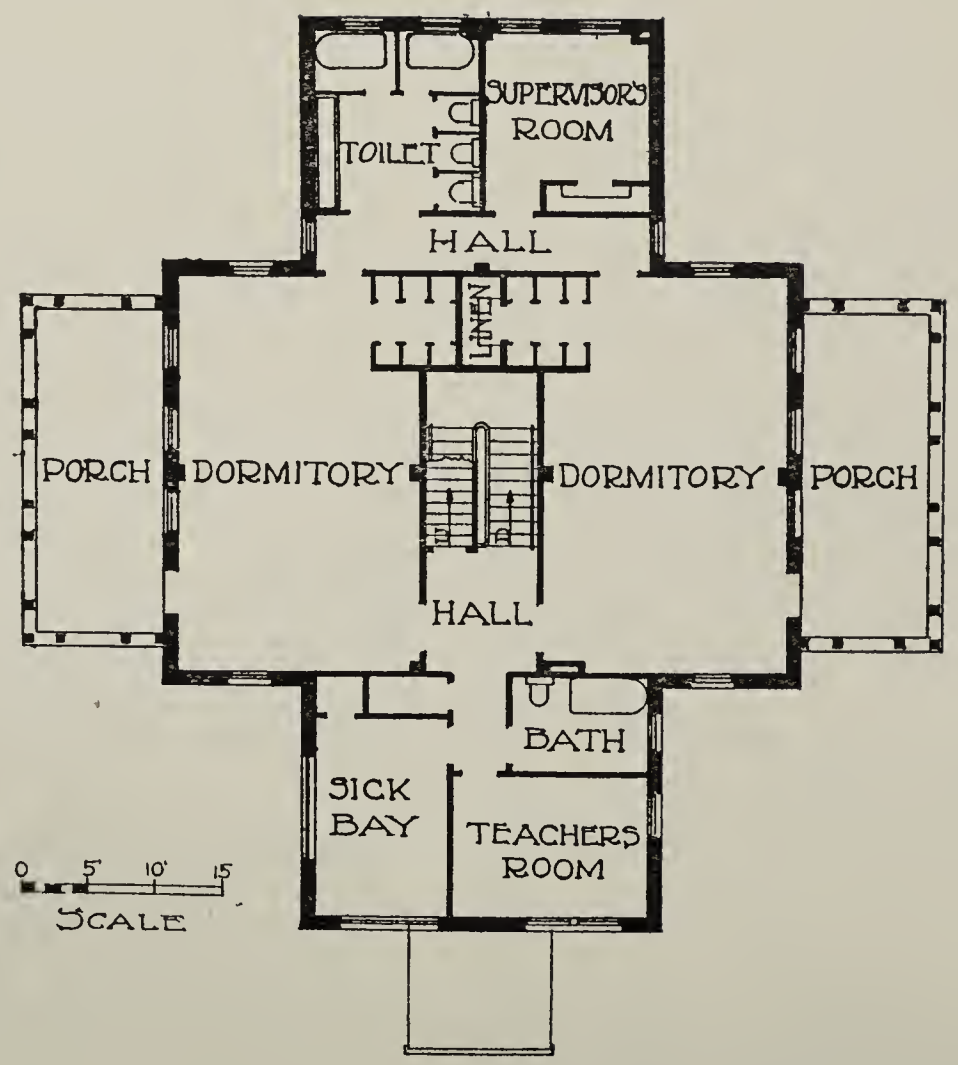
ADMINISTRATION BUILDING

THIS DRAWING SHOWS THE ARRANGEMENT OF SECOND FLOOR WHEN ADDITIONAL COTTAGES ARE ERECTED.



FIRST FLOOR PLAN

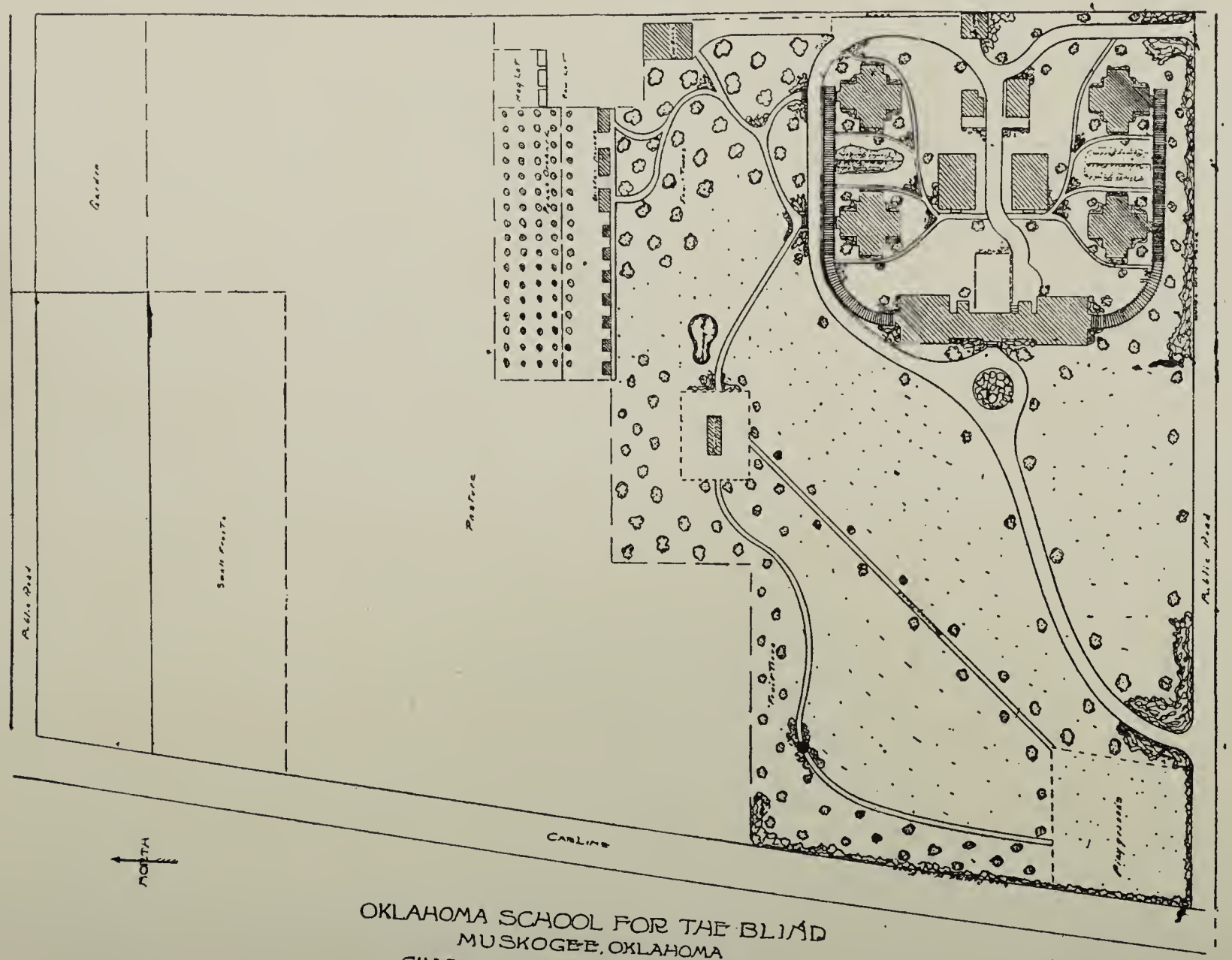
CHARLES W. DAWSON, ARCH'T.,
MUSKOGEE, OKLA.



SECOND FLOOR PLAN

CHARLES W. DAWSON, ARCH'T,
MUSKOGEE, OKLA

GIRLS' COTTAGE



OKLAHOMA SCHOOL FOR THE BLIND
MUSKOGEE, OKLAHOMA
CHAS A BUTTERFIELD LANDSCAPE ARCHT.
DALLAS, MUSKOGEE AND TULSA

SCALE - 50' TO 1

LANDSCAPE PLANS

THIS DRAWING SHOWS THE RELATION OF BUILDINGS AND THE TREATMENT OF SCHOOL GROUNDS.

3 0112 062157885

MUSKOGEE PRINTING CO.

206 COURT STREET, MUSKOGEE